Workshop Model

Created by Literacy & Numeracy Coaches
Manchester Public Schools

Tonight's Agenda

- **What is a Workshop Model?**

- **What does my child do during workshop?**

- **How can I support my child at home?** Photo of workshop

What is Workshop?

Workshop is an instructional model that focuses on the strengths and needs of each individual student.

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Add photos.

What does Workshop look like?

Teachers

- Teach a whole group mini-lesson

- Work with children in small groups or one-on-one

- Facilitate whole group share

Children

- Work independently, with partners, or in small groups
- Engage in meaningful practice

- Students talking to students about their work

Whole / Small / Whole Instruction

Mini-lesson (Whole class)

The teacher provides whole class direct and explicit instruction in one of the following ways:
Demonstrates a reading/writing /math strategy
Teach a key concept

Independent & Small Group Time

Students work independently, in pairs, or small groups. The teacher confers with individual students, taking notes abut their conference and/or works with small groups in direct, explicit instruction

Share (Whole class)

The teacher gathers students back together to:

Focus on the work of one or two students that demonstrate what was taught in the mini lesson
Recap learning of the day
Check for understanding
Give homework assignment

ELA Workshop / Math Workshop

Parallel Workshop Formats	
Readers'/Writers' Workshop	**Math Workshop**
Mini-Lesson	Mini-Lesson
Independent Practice/Guided/Strategy Groups	Guided Math Groups
Independent Practice with Conferring	Learning Centers Math Conferences
Closure/Share	Closure/Share

Reader's Workshop

*There's no such thing as a child who
hates to read;
There are only children who have not
found the right book.*
-Frank Serafina

Reader's Workshop

The Effects of Independent Reading on Reading Achievement

Research clearly shows that the reading of meaningful, connected text results in improved reading achievement (Anderson, Wilson, & Fielding, 1988; Anderson, Hiebert, Scott, & Wilkerson, 1985; Elley & Mangubhai, 1983; Ingham, 1981; Taylor, Frye, & Maruyama, 1990).

In one of the most extensive studies of independent reading yet conducted, Anderson, Wilson, and Fielding (1988) investigated a broad array of activities and their relationship to reading achievement and growth in reading. They found that the amount of time students spent in independent reading was the best predictor of reading achievement and also the best predictor of the amount of gain in reading achievement made by students between second and fifth grade.

Among the many benefits of independent reading are the following:

Builds Fluency

Independent reading builds fluency. There is substantial evidence that unless students can accurately and effortlessly deal with the word-identification demands of reading, difficulties will result in comprehension and overall reading achievement (LaBerge & Samuels, 1974). There is also evidence that unless children read substantial amounts of print, their reading will remain laborious and limited in effectiveness (Allington, 1984; Stanovich, 1991). Finally, evidence exists which shows that when students do read substantial amounts of text, their reading performance improves (Bridge, Winograd, & Haley, 1983; Dowhower, 1987; Herman, 1985).

Increases   Vocabulary

Independent reading leads to increased vocabulary development. One of the best-established relationships in the field of reading is the very significant relationship between vocabulary development and achievement in reading (Baumann & Kameenui, 1991; Nagy, 1988). There is also evidence that shows that independent reading is probably the major source of vocabulary acquisition beyond the beginning stages of learning to read (Nagy, Anderson, & Herman, 1987; Nagy, Herman, & Anderson, 1985). This same research shows that while the probability of acquiring the meaning of any specific word simply through reading it in the context in which it appears in independent reading materials is not high, students who read widely can learn the meanings of thousands of new words each year.

Builds Background

Independent reading builds background knowledge, or schema. Another extremely well-established research finding is that students' reading ability is dramatically influenced by the amount of interrelated information (schema) they have about the topic about which they are reading (Anderson & Pearson, 1984; Ausubel & Robinson, 1969; Bartlett, 1932). By reading widely, students are exposed to diverse topics and information which they can then use in future reading.

Reader's Workshop

Mini-Lesson	*10-15 minutes*
Independent Reading / Partner Reading *Guided Reading/Strategy Groups*	*30-45 minutes*
Closure/Wrap Up	*5-10 minutes*
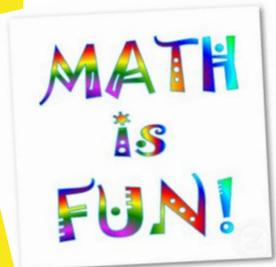
Math Workshop

MATHEMATICS
is not about
numbers, equations,
computations, or
algorithms:
it is about
UNDERSTANDING.

William Paul Thurston
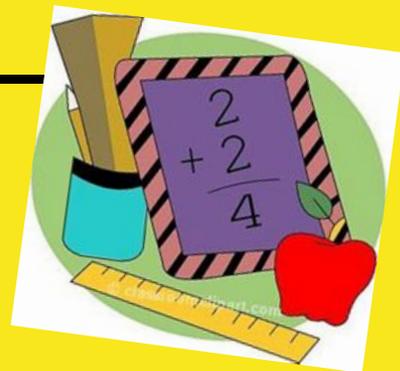
Goals of Math Workshop

- Practice skills & Build confidence
- Think & talk about math
- Problem Solve
- Meet ALL children's needs

Math Workshop
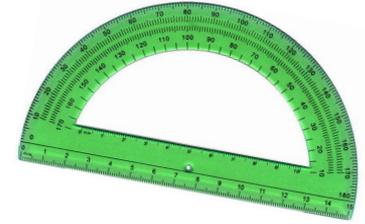
Energizers/Warm-up	*10 minutes*
Mini-Lesson	*10-15 minutes*
Guided groups/Learning Centers	*20-25 minutes per rotation*
Closure/Wrap Up	*5-10 minutes*

Writers' Workshop

"There is no such thing as good writing, only good rewriting."

Robert Graves

The Writing Process

- **Prewrite**
- **Draft**
- **Revise**
- **Edit**
- **Publish**

Writing Instruction

All students write in multiple genres:

Narrative
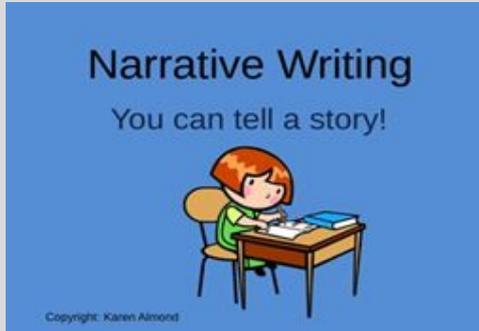
Informational
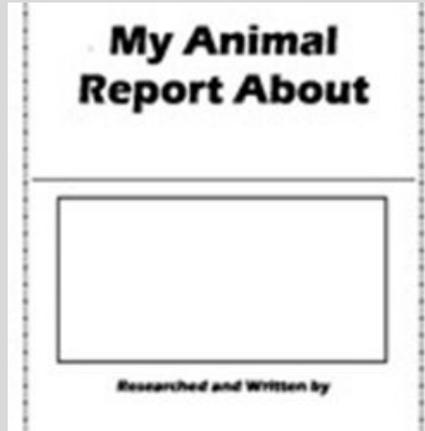
Opinion/Persuasive
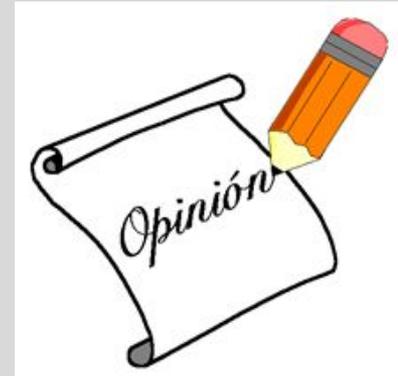
What Parents Can Do to Support Literacy At Home

Encourage independent reading.

Encourage writing.

Read Aloud to your child.

Discuss what is read.

What Parents Can Do to Support Numeracy At Home

Have them tell you or show you their thinking.

Think about it

Basic Facts

Practice math facts with your child.

VOCABULARY Words Are Important!

Check out the Manchester Public Schools Office of Family and Community Partnership website! www.mpsfcp.com

We also have a mobile app! Search for Manchester Public Schools in the app store!